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MONTANA ADULT BASIC EDUCATION

1996-1997

ANNUAL REPORT

The Montana Adult Basic Education (ABE) program provides adult basic and secondary literacy services to Montana citizens through funds authorized by Congress and the Adult Education Act. Additional funding is provided through a State of Montana general fund allocation and funds generated at the local community level. Information regarding this report and local service programs may be obtained by contacting David Huff, Director, Adult Basic Education and General Education Development (GED) at the Office of Public Instruction, 406 444-4396.

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PERFORMANCE REPORTS

MONTANA ADULT BASIC EDUCATION 1996-97

NARRATIVE

1. **For each goal and/or objective listed in the State Plan, describe the extent to which the goals and/or objectives were met. Include a description of successful activities, programs, and projects.**

The following four objectives are from "Montana Amendment to Adult Education Act 1993-1995." Through an extension from the U.S. Department of Education, Montana is operating on the 1993-1995 state plan as amended. Objectives stated for 1993-1995 are general in nature and are applied to the period of the extension which includes the 1996-1997 program year.

A. "Montana will have a 3 percent participant increase over the average (mean) of the preceding two years."

Did Montana meet this objective? **NO.**

The 1994-95 number of participants was 6,545 and the 1995-96 number was 6,321. The mean for the two years is 6,434. A 3 percent increase in the mean is 193 participants, or a target goal of 6,627. In the 1996-97 project year, Montana served 5,852. Consequently, the target (6,627) was not met, but missed the mark by 775, or 11.7 percent. This represents a decline of 469 students from the single previous program year (1995-1996), or 7.4 percent. The decrease from the mean of the previous two years (6,434--does not include the 3 percent gain) by 582 individuals is a 9 percent decrease.

See paragraph 2. below for additional comment.

B. "Provide Teacher Requested Inservice Training and Special Demonstration Projects."

Did Montana meet this objective? **YES.**

There were nine Section 353 Teacher Training projects and four Special Experimental Demonstration projects. These numbers tend to be misleading as one project could have more than one activity. Each activity represents a specific grant proposal. After a competitive Request for Proposal (RFP) process, Teacher Training and/or Special Demonstration activities will be aggregated under a project number(s). There were actually 12 Teacher Training activities within the nine projects.

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For example, the Montana Association of Adult and Community Education operated two activities under one Teacher Training project number. They included: "Professional Inservice Training (Individual and Program Scholarships)"; and "Inservice Presentations at In-State Meetings."

The scholarships program continues to be a popular mode of providing inservice activities that meet needs. During the 1996-97 project year, 33 literacy providers were able to participate in activities. The scholarships are awarded by a committee of their peers. Over the past eight years, 204 scholarships have been awarded to 100 individuals from 27 different or more Montana programs.

A second part of this 1996-97 effort was to award program scholarships. This is the first time MAACE has been involved with this type of effort. These awards allowed individual programs or several programs in collaboration to provide on-site inservice training/professional development for staff. Five program scholarships were awarded but only four were actually implemented.

For the second year, a Teacher Training project which linked Montana WoRC/JOBS providers and adult education teachers was awarded to the Montana Department of Health and Human Services. Cross-training and program awareness were provided to three Montana communities, Billings, Bozeman, and Butte, and continues to facilitate in the learning curve related to welfare reform.

In a professional development grant associated with literacy services to the homeless, one educator made the following observation: "I continue to be amazed at the durability of people who continue on despite obstacles and wounds, and to be amazed at the care and concern and generosity I see among some of my students and other people who frequent the Poverello (homeless shelter). I have learned much here from people of all walks of life who, for whatever reasons, are at least temporarily homeless or who come here daily to connect with other human beings. I have discovered that working with my clientele helps to diminish the tendency to be judgmental. I have much, still, to learn. I am grateful for the experience to serve these students."

C. "Establish Communications, Disseminate Literacy Information and Provide Technical Assistance to Literacy Service Providers."

Did Montana meet this objective? **YES.**

This year, we have made progress with E-mail and a large portion of the literacy population is now linked electronically. Bulletin boards of yesterday are yielding to the convenience of the Internet. The adult education specialist has developed a literacy group, and weekly gleans several national list-serves and passes on information to the Montana community through E-mail. We have received positive feed-back on this service.

The Office of Public Instruction has established a fax list which includes literacy providers.

Information which requires an immediate but broader coverage than available through E-mail is distributed through fax.

We have expanded our basic information distribution network from the ABE federal-funded programs to all literacy providers who provide us with their addresses and telephone numbers. We have also added related service managers in the welfare and labor networks to our information distribution.

D. "Improve ABE Instruction and Program Management Through Evaluation and Data Analysis."

Did Montana meet this objective? **YES.**

Program evaluations conducted through the tri-state (Idaho, Wyoming and Montana) agreement continue to provide programs with valuable input. This year, three programs were evaluated by out-of-state teams. Another three programs were evaluated by in-state teams using the same evaluation instrument developed for the tri-state teams.

This year, notable opportunity arose to provide valuable assistance to two small programs struggling to improve their services as a result of the evaluation process. The tri-state evaluation tool triggered the opportunity.

Work continues on the Participant Attendance and Tracking System (PATS) through a 353 grant to the Missoula Willard Adult Learning Center. This automated system provides year-end reporting data, and also provides a wide array of program management data to programs who use the system. This year, an additional 24 individuals from 18 programs were trained on the system.

Steps were taken to further enhance the management report potential of PATS and to encourage programs to utilize the system for management on a more frequent basis.

2. **During the 1995-96 project year, Montana did not meet its objective for number of students served.**

Montana should have served an additional 775 students to meet its objective. There is a definite downward cycle in attendance in ABE programs statewide. This program year represents the third year in a row in which lower attendance records have been reported than during the previous year.

At the beginning of the program year, several local directors reported the numbers coming in were up. This appears to be a limited experience as indicated by the final year-end tally.

A needs assessment being conducted by Montana State University (PY 1997-1998) will help to provide some direction with this turn of events. Initial investigation into the cause has revealed several possible reasons, but concrete evidence has not yet been provided.

One definite reason is that we had to shut down one program for non-compliance to program requirements. That site two years ago served 215 students. The diversion of the resources allocated to this program will not immediately result in additional students.

A possible factor is the work-first emphasis of welfare reform. Initially, Montana emphasized adult education based on our own welfare reform initiatives. When Temporary Assistance for Needy Families (TANF) came on board with its work-first philosophy, we began to see a change. While there is no study which definitely links the relationship between welfare reform and the lower numbers, we can't deny the circumstantial evidence of the work-first emphasis.

A second possible circumstance which feeds the initial success of work-first is that Montana is within one year of being in the longest period of economic growth since World War I. It is entirely possible that this economic growth and accompanying low unemployment is lessening the necessity of education to find a better job. I again note the lack of direct evidence, but find the circumstances suspicious.

3. **Provide the total number of Gateway Grants funded under the provisions of Section 322(a)(3)(A) of the Act, including the total number of adults enrolled and the total amount of Federal funds expended for these programs.**

Montana funded two Gateway grants, each for $3,360, in the cities of Billings and Butte. The Public Housing Authority of Butte, the grant recipient, contracted for educational services with the Butte LVA affiliate. The LVA is housed in the Butte Housing Complex. The project served a total of seven persons, of which three were at the Adult Secondary level.

The Billings Housing Authority and the Billings Adult Learning Center developed a "Letter of Agreement." The center provided the educational services for 11 persons.

5. **Statewide Average Cost per Student (1993-94)**

SOURCE	AMOUNT
Local Funds	$492,177
State Funds	248,933
Federal Funds(322)	627,266
Federal Funds(353)	116,892
TOTAL	$1,485,268

Divided by 5852= $253.81 per student

Total Contact Hours for students who received 12 or more hours. 344,101.5

EVALUATION REPORTS

MONTANA ADULT BASIC EDUCATION 1996-97

EVALUATION REPORT I

A. Methodology of Evaluation

Montana utilizes several approaches which are both specific and general in nature to assess the quality and effectiveness of its programs and services to adult learners. These include

- Section 353 projects geared to enhance data collection and quality and to assess specific aspects of ABE programs and services.
- Program evaluations by in-state and out-of-state evaluation teams who utilize an assessment tool developed for a three-state region.
- Comparing data compiled for annual reports to objectives outlined in the state plan.
- Reviewing information gained from program directors and the board of the Montana Association of Adult and Community Education (MAACE) who act as an unofficial advisory body to the Montana ABE program.

B. A summary of specific measures or topics that were assessed in analyzing the effectiveness of state education agency (SEA) services and activities.

1. Section 353 funds are utilized to finance projects which are geared to further investigate the effectiveness of certain aspects of Montana's ABE efforts. During the 1996-1997 program year, one such project was funded.

   "Adult Basic Education Student Record System Development, Training, and Implementation" is a long-term project aimed at computerizing all programs' student record systems so the state can assure better data, and have a data pool which will lend itself to useful analysis. Emphasis this year was given to training additional users, placing adequate computer hardware into local programs for record keeping, getting additional programs to use the system, and helping programs to input the data in a timely manner so it can be used for management evaluation and assessment.

2. Evaluation Report II provides specific information about the programs evaluated in the 1996-1997 program year. The criteria used in the evaluations was developed by a tri-state team and contains specific indicators and measures developed in the categories of planning, curriculum and instruction, student progress, retention, recruitment, support services, and staff development. Efforts are ongoing to improve the evaluation tool. The three states involved, Wyoming, Montana, and Idaho, are committed to refining the tool so it is both universal and adaptable to state specific needs. One by-product of the out-of-state evaluation team in Montana was the

observation that the turn-around time (4-6 weeks) on GED test results, which are scored by the state office, was too long. This resulted in the state evaluating its practices and the turn-around time is now down to 2-3 weeks

3. The Narrative of the state of Montana's annual report describes the extent to which Montana has reached its objectives. This was done through comparing the data collected for the annual report to the state plan.

4. The Montana Association of Adult and Continuing Education (MAACE) acts as an unofficial advisory body to the adult basic education program. The state director often consults with its leadership on issues relative to priorities, projects, and assessment. At each of its three annual business meetings, time is scheduled to review state policies and practices to get a "feel" for how the state is conducting its business and how the programs are doing in providing services. The MAACE is also instrumental in outlining priorities for Section 353 projects, and in making adjustments to the RFP and grant allocation processes of the Section 322 funds.

C. Planned or actual procedures for obtaining standardized test measures from all or a sample of participants that can be used to assess program impact.

Montana continues is progress toward the day when every ABE program will be using the Participant and Attendance Tracking System (PATS). This system, described briefly in previous sections, tracks pre and post-data, instruction and attendance data, and other curriculum and program information. All programs will be required to us the PATS system beginning with the 1998-1999 program year.

Several programs are currently using the system to tract and evaluate their own information. We anticipate generating reports on a local and statewide basis to evaluate the success of our efforts as revealed by pre and post-test data. No data appropriate for this report is currently available.

D. An analysis plan that describes how evaluation data in each program will be aggregated and analyzed.

As stated above, the information can be aggregated through PATS. PATS is a FoxPro-based data systems which will allow a variety of assessment functions. We anticipate that the information we hope to extract from the data, and what it indicates, will follow the parameters of our next state plan, which will be developed in response to the reauthorization of the Adult Education Act. A study upon which the state plan will be developed has been awarded to Montana State University and will be conducted during the 1997-1998 program year.

E. A description of how results of the evaluation were used to identify problems and improve the programs.

The formal and informal evaluations processes described above have given rise to the following needs:

1. Local programs lack a means of organizing, funding and implementing local needs assessments which get at unique community literacy needs which cannot accurately be extrapolated from the U.S. census data.

   To this end, a 353 project was funded for the 1997-1998 year to put in place a model assessment tool and process.

2. As stated above, the out-of-state evaluation team identified the GED testing results were not being returned to the testing programs in a time-frame appropriate for GED test takers.

   The Office of Public Instruction has reorganized the GED program and results are now being returned two to three weeks sooner than before.

3. It was determined that members of the adult education community, especially in smaller programs, were not accessing the professional development scholarship programs of MAACE in desired numbers.

   Renewed emphasis on notification in traditional and non-tradition means is underway with MAACE leadership and the state office. Leadership in the Native American community is assisting by emphasizing the opportunity to other Native American literacy providers. Should the numbers not increase as desired, the state is ready to deal with it in a more formal manner.

4. During the local program reviews, it was determined that some aspects of the evaluation tool did not get to the heart of some of the issues as desired.

   State directors from the three states have begun discussions and constructed plans to improve the evaluation tool.

5. Appropriate information on Montana's literacy needs and ABE delivery systems is lacking.

   A grant award (1997-1998) has been awarded to Montana State University to conduct a state-wide needs assessment and to study other issues important to developing a state plan and enhancing the ABE delivery system.

6. Montana continues to be challenged with the loss of tribal ABE funds that were being received by our tribal colleges direct from the U.S.D.O.E. prior to 1996, the loss of library literacy funds, and the resulting impacts on the state ABE program. The amount lost to the tribes alone was over one-third larger than our 1996-1997 federal ABE allocation.

   Montana used some of it's increased funding for 1997-1998 to expand services into tribal areas which were under funded. It also used some of its additional professional

development funds to assist volunteer tutor training efforts, and thereby support some of the projects affected by the library literacy funds.

7. The Montana state ABE administrative program would benefit from an evaluation by the programs it serves.

   The ABE program is committed to establishing plans to develop a process and provide that opportunity to the programs it serves.

The state ABE director is committed to a management style that continually reviews and assesses his office's administrative actions and responses to Montana's adult literacy needs. In that perspective, many other actions have resulted from the more informal processes and are not planned or documented, but just implemented. Samples of this include enhancements to the PATS program, adjusting communications methods and practices, enhancing evaluation notification procedures and time-lines, and others.

EVALUATION REPORT II

Formal on-site evaluations for six of the 28 ABE programs (21.4%) were conducted during the 1996-1997 program year. Three of the programs (Miles Community College ABE, Dawson Community College ABE, and Bozeman ABE) were reviewed by an out-of-state evaluation team from Wyoming and Idaho. Three programs (Montana State Hospital, Laurel ABE, and Livingston ABE) were evaluated by an in-state team.

A. Results of program evaluations completed during the previous program year and a description of how the SEA utilized this information for program improvement.

The evaluation instrument allows four scores for each measure of quality indicators, (4) yes, (3) somewhat, (2) needs improvement, (1) no, and an additional indicator of (0) when the measure is not applicable. If a program received a score of two or one for a particular measure, they were required to provide the state with a corrective action relative to the measure in question.

Each measure with a score of two or one also includes a short narrative regarding the concern which prompted the score. In most cases a recommendation was also made.

This is the second year we have aggregated program evaluation data. That data is listed below in two tables. For comparison, we have listed the aggregated data from last year and this year side by side. While this is an interesting comparison, please do not jump to any conclusions based on the comparisons. A first glance may presume that programs are not doing as well this year. That is not the case.

In fact, more program elements received accolades this year than last, and accolades represent a higher percent of scores, up fourteenths of a percent. This percentage increase prevails despite the

fact that an additional 30 measures were scored. In all, 80.86 percent of the indicators scored met or exceeded the measures of program quality--a very respectable record.

However, it is true that a significant increase in the number of indicators received a score of one or two and triggered the need for a corrective action. This reflects a renewed emphasis upon using the evaluation process as a tool for setting priorities for program improvement. This is true even for programs with excellent services. Rather than a traditional "report card", the process was viewed more as a means of identifying areas of a program where improvements could be made to better serve the adult learner and the overall program.

It is therefore appropriate to consider this action as a more aggressive program improvement initiative, than to view it as a poor performance report, which it is not. From this perspective, one could say the evaluators requested the programs to increase their efforts (up 8 percent from 11.25 to 19.14 percent) toward ongoing program improvement.

The following table indicates the aggregate number of measures which received the indicated score:

AREA	# OF ACCOLADES		SCORE 4		SCORE 3		SCORE 2		SCORE 1		SCORE 0 N/A	
	95-96	96-97	95-96	96-97	95-96	96-97	95-96	96-97	95-96	96-97	95-96	96-97
PLANNING	6	4	35	29	18	18	6	6	1	6	1	3
CURRICULUM & INSTRUCTION	11	5	44	49	17	7	4	12	–	4	6	2
STUDENT PROGRESS	1	5	24	11	4	13	2	6	–	3	–	2
RETENTION	2	5	19	19	8	8	4	4	–	13	–	1
RECRUITMENT	2	2	26	30	18	13	8	6	–	4	4	9
SUPPORT SERVICES	1	3	25	24	6	7	5	7	–	1	–	0
STAFF DEVELOPMENT	–	5	24	26	16	13	4	4	–	2	–	0
TOTALS	26	30	197	188	87	77	35	51	1	16	9	18

The following table illustrates the percent of measures which required a corrective action in relation to the total measures scored for a particular area.

AREA	TOTAL MEASURES SCORED		TOTAL MEASURES SCORED 2 OR 1		PERCENT OF TOTAL	
	95-96	96-97	95-96	96-97	95-96	96-97
PLANNING	60	62	7	14	11.6%	22.5%
CURRICULUM & INSTRUCTION	65	72	4	14	6.2%	19.4%
STUDENT PROGRESS	30	35	58	9	6.7%	25.7%
RETENTION	31	34	8	6	12.9%	17.6%
RECRUITMENT	50	58	6	6	12.0%	10.3%
SUPPORT SERVICES	36	39	6	8	13.8%	20.5%
STAFF DEVELOPMENT	48	50	8	10	16.6%	20.0%
TOTALS	320	350	36	67	11.25%	19.14%

As indicated by the table, the areas which can benefit the most from improvement are Student Progress and Planning. Both of these areas were targeted more aggressively for improvement because of inadequate documentation. In most cases, the administrator and/or instructor had a good handle on the planning process and student progress, but would have carried their information with them had they left the program unexpectedly.

The same lack of adequate documentation is also true for other areas high on the list for improvement, including Curriculum and Instruction and Staff Development. In fact, it was noticed by the team evaluating the Wyoming ABE programs that similar inadequacies in documentation existed there. It appears this is a common problem in small programs where instructors and administrators are personally involved with most students and aspects of the ABE program.

The evaluation instrument and the corrective actions become an improvement guide for the local programs and for the state. This evaluation summary is provided to all programs to help them in assessing their own program improvement needs. It will be provided to the MAACE as a reference to be used in planning its annual conference agenda.

B. Data to determine the extent to which adult education programs are achieving the goals set forth in the state plan.

Each program is required to complete the same data as we send to the U.S.D.O.E. Hence, if our state data (Table 1) indicates that our numbers are not in compliance with the state plan projections, we can look at each individual program's Table 1 to show us which programs are in need of improving their numbers.

Other information relative to our meeting the state plan objectives can be found in the Narrative section of this report.

C. Information concerning how grant recipients have improved their services to meet the purposes of the act.

The evaluation process requires a corrective action plan for measures with a deficient score.

D. Information concerning the financial administration of federal funds.

Programs are required to submit budgets and year-end fiscal closeout reports. Our office has accountants who can compare program fiscal data with school district trustee reports to verify proper accounting methods. In addition, our accountants compile a list of checks for accounting firms who provide fiscal audits to school districts. If we suspect fiscal matters may not be in compliance as reported, items can be included in this check list which auditors will then use to perform accounting tests to verify proper procedures, fund usage, and accountability.

No audit reports about improper use of Adult Basic Education funds have been made.

OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C. 20202-5515

ANNUAL PERFORMANCE REPORT
FOR THE ADULT EDUCATION STATE-ADMINISTERED PROGRAM

PART 1-STATISTICAL

Program Location: State of Montana - ABE Program
09/30/97

Program Year: 1997
Period Covered: 7/96-6/97

TABLE 1. Enter the number of participants* by educational functioning level, population group, and sex.

Educational Functioning Level***	PARTICIPANTS BY POPULATION GROUP AND SEX**										
	American Indian or Alaskan Native		Asian or Pacific Islander		Black not of Hispanic Origin		Hispanic		White not of Hispanic Origin		TOTAL Columns B - K
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
A	B	C	D	E	F	G	H	I	J	K	L
1. ABE											
A. Beginning Literacy	20	20	1	0	0	2	8	7	70	77	220
B. Beginning ABE	192	311	5	17	10	15	35	68	557	709	1916
C. Intermediate ABE	175	221	2	6	11	5	25	37	593	709	1786
2. ESL											
A. Beginning Literacy	0	0	8	19	0	0	7	11	27	29	101
B. Beginning ESL	0	0	6	17	2	0	11	21	0	10	76
C. Intermediate ESL	0	1	1	0	0	0	5	6	3	5	32
D. Advanced ESL	0	0	2	2	0	0	3	2	5	1	15
3. Adult High School/ASE	89	103	5	0	6	2	17	20	737	720	1706
4. TOTAL	**476**	**665**	**33**	**71**	**31**	**24**	**111**	**180**	**2,001**	**2260**	**5852**

* A participant is an adult who receives at least twelve hours of instruction or achieves his or her goal in less than twelve hours.

** A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging However, no person should be counted in more than one group.

*** See attached definitions for educational functioning levels.

Program Location: State of Montana - ABE Program
09/30/97

Program Year:	1997
Period Covered:	7/96-6/97

TABLE 2. Enter the number of participants by age, population group and sex.

	PARTICIPANTS BY POPULATION GROUP AND SEX										
Age Group***	American Indian or Alaskan Native		Asian or Pacific Islander		Black not of Hispanic Origin		Hispanic		White not of Hispanic Origin		TOTAL Columns B - K
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
A	B	C	D	E	F	G	H	I	J	K	L
1. 16-18	76	122	2	1	3	2	10	10	340	416	991
2. 19-24	162	211	10	19	10	5	52	48	594	596	1,698
3. 25-44	198	291	14	37	15	19	38	93	811	990	2,500
4. 45-59	35	30	5	19	3	5	5	19	188	204	511
5. 60 and Older	5	11	2	1	0	1	2	5	68	54	152
6. TOTAL	476	665	33	71	31	24	111	180	2,001	2,260	5,852

*** Based on participant's age at the time of the first class attended during the program year.

Program Location: State of Montana - ABE Program
09/30/97

Program Year: 1997
Period Covered: 7/96-6/97

TABLE 3. Enter number of participants for each of the categories listed and total hours attended.

PARTICIPANT PROGRESS, SEPARATION AND ATTENDANCE DATA BY EDUCATIONAL FUNCTIONING LEVEL
NUMBER OF PARTICIPANTS AND TOTAL HOURS

Educational Functioning Level A	Total Enrollment B	Total Attendance Hours C	Number Started That Completed That Level and Left or Reached Individual Learning Goal and Left D	Number Separated from Each Level Before Completing That Level or Before Reaching Individual Learning Goal E	Number Started at Each Level That Moved to a Higher Level (one or more) F
1. ABE					
A. Beginning Literacy	220	10,822.0	98	57	107
B. Beginning ABE	1,916	105,903.0	901	644	888
C. Intermediate ABE	1,786	112,022.5	630	666	566
ABE Total	**3,922**	**228,747.5**			
2. ESL					
A. Beginning Literacy	101	11,236.0	21	24	48
B. Beginning ESL	76	7,589.0	21	29	29
C. Intermediate ESL	32	2,685.0	10	4	15
D. Advanced ESL	15	1,837.0	6	5	3
3. Adult High School/ASE	1,706	92,007.0	751	301	416
4. TOTAL	**5,852**	**344,101.5**	**2,438**	**1,730**	**2,072**

Combines data on starting levels, participant progress, completions, and separations. As with TABLES 1 and 2, only participants who received at least twelve hours of instruction or achieved goal in less than 12 hours during the program year should be counted. Column B should be equal to Column L of TABLE 1.

Program Location: State of Montana - ABE Program
09/30/97

Program Year: 1997
Period Covered: 7/96-6/97

TABLE 4. Number of participants leaving the program before completing their objectives and their primary reason for separation. (Only one reason for each participant should be designated.)

Reasons for Separation	Number of Participants
A	B
1. Illness/Incapacity	102
2. Lack of Dependent Child Care Resources	70
3. Lack of Transportation Resources	75
4. Family Problems	96
5. Time and/or Location of Services Not Feasible	66
6. Lack of Interest, Instruction Not Helpful to Participant	86
7. Moved	191
8. Entered Employment	137
9. Other Known Reasons (specify)	560
10. Cannot Locate or Contact	347
11. TOTAL*	**1,730**

* Total in row 11 should equal total in column E, Table 3.

Program Location: State of Montana - ABE Program
09/30/97

Program Year:	1997
Period Covered:	7/96-6/97

TABLE 5. Enter the number of participants for each of the categories listed. Participants may fit more than one category and may be reported under as many categories as apply. (See list of definitions for description of categories.)

Status of Participants upon Entry into the Program	Number of Participants (may be duplicated)
A	B
1. Disabled Adults	586
2. Adults in Rural Area*	1,142
3. Adults in Urban Areas with High Rates of Unemployment**	178
4. Employed Adults	1,285
5. Unemployed Adults	2,448
6. Adults Not in Labor Force	511
7. Adults on Public Assistance	2,504
8. Participants in Employment and Training Programs	431
1. Adults in Family Literacy Programs***	164
2. Adults in Workplace Literacy Programs***	8
3. Adults in Programs for the Homeless***	57
4. Adults in Correctional Facilities	1,052
5. Adults in Community Correctional Programs	208
6. Adults in Other Institutional Settings	100

* Rural Areas are places of less than 2,500 inhabitants and outside urban areas.

** Urban areas with high rates of unemployment are areas with a population of 50,000 or more and are classified as "labor surplus areas" by the U.S. Department of Labor. A "labor surplus area" has an unemployment rate at least 20% higher than the national average.

*** Participants counted here must be in programs specifically designed for that purpose.

Program Location: State of Montana - ABE Program
09/30/97

Program Year: 1997
Period Covered: 7/96-6/97

TABLE 6. Report the number of participants in your program(s) who had achievements in the listed areas during the reporting period. Participants who have several achievements may be listed more than once.

Participant Achievement	Number of Participants (may be duplicated)
A	B
EDUCATIONAL	
1. Obtained an Adult High School Diploma or Obtained GED	845
2. Entered Other Academic or Vocational Program	695
SOCIETAL	
3. Received U.S. Citizenship	13
4. Registered to Vote or Voted for the First Time	71
ECONOMIC	
5. Gained Employment	537
6. Secured Employment Retention or Obtained Job Advancement	112
7. Removed from Public Assistance	53
PARENTING (For Family Literacy Programs Only)	
8. Read More to Children	225
9. Greater Involvement in Children's Schooling	227
OTHER (specify)	48

Program Location: State of Montana - ABE Program
09/30/97

Program Year:	1997
Period Covered:	7/96-6/97

TABLE 7. Report the number of providers and amount of Federal funding from the Adult Education Act Basic Grant.

Provider Agencies	Total Number of Providers	Amount of Federal Adult Education Act funding
1. Local Education Agencies	15	420,880.25
2. Postsecondary Institutions		
a. Community and Technical Colleges	5	151,938.00
b. Four-year Colleges	2	11,993.00
3. Correctional Institutions	4	42,054.00
4. Community-based Organizations	0	00
5. Public/Private Non-profits	2	6,612.00
6. Other Institutions with Ability to Provide Literacy Services to Adults and Families	0	00

Item #1, Local Education Agencies includes correctional funds not included in item 3. Correctional Institutions. LEA's provide corrections education at local jail facilities.

Program Location: State of Montana - ABE Program
09/30/97

Program Year: 1997
Period Covered: 7/96-6/97

TABLE 8. Enter an unduplicated count of personnel by function and job status.

Function	Adult Education Personnel		
	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
A	B	C	D
1. State-level Administrative/Supervisory/Ancillary Services	4	0	0
2. Local-level Administrative/Supervisory/Ancillary Services	13	10	0
3. Local Teachers	80	28	75
4. Local Counselors	14	4	6
5. Local Paraprofessionals	8	7	75

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